



CAROLINA SCHOOL FOR INQUIRY

7405-A Fairfield Road
Columbia, South Carolina

Grades	K-6 Elementary School	
Enrollment	114 Students	
Principal	Victoria Dixon-Mokeba	803-691-1250
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Vince Ford	803-231-7556

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Average
2008	Below Average	Below Average
2007	At-Risk	At-Risk
2006	N/A	N/A

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

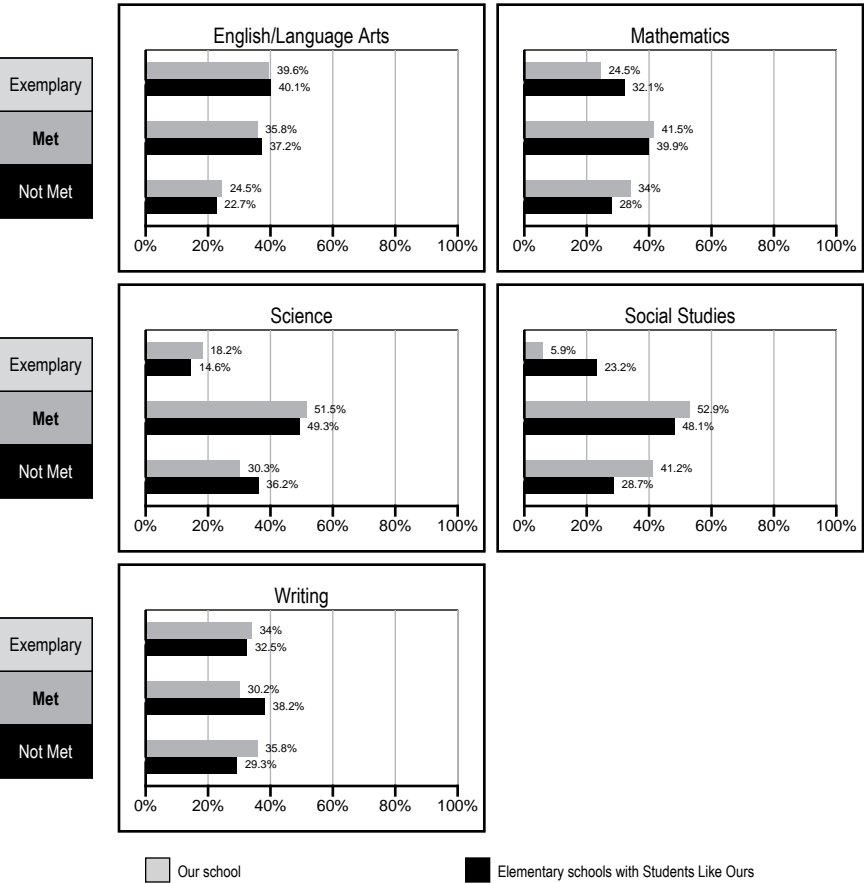
95.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
8	24	88	2	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=114)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	Down from 1.1%	1.2%	1.2%
Attendance rate	96.7%	Down from 97.1%	95.9%	96.1%
Eligible for gifted and talented	0.0%	No Change	11.8%	11.7%
With disabilities other than speech	3.5%	Up from 3.1%	8.6%	8.0%
Older than usual for grade	0.0%	No Change	0.4%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	9.6%	Up from 0.0%	0.0%	0.0%
Teachers (n=9)				
Teachers with advanced degrees	66.7%	Down from 100.0%	60.0%	60.5%
Continuing contract teachers	55.6%	Down from 80.0%	85.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	73.3%	N/A	88.8%	87.0%
Teacher attendance rate	98.3%	Up from 97.7%	95.5%	95.4%
Average teacher salary*	\$54,627	Down 6.3%	\$47,240	\$47,288
Professional development days/teacher	15.4 days	Up from 9.4 days	10.3 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	19.0 to 1	Up from 16.2 to 1	19.1 to 1	19.2 to 1
Prime instructional time	94.1%	Down from 94.5%	90.6%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.8%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$10,336	Up 34.5%	\$7,494	\$7,548
Percent of expenditures for instruction**	64.0%	Down from 66.0%	67.3%	68.7%
Percent of expenditures for teacher salaries**	51.8%	Down from 59.0%	63.7%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The mission of the Carolina School for Inquiry is to teach a diverse population of children in an atmosphere of kindness that encourages active inquiry, fosters individual growth, and promotes respect for self, others, and the world in which they live. We have completed our third year as a public charter school. While we have faced many challenges, we have improved the quality of our educational programs and our community support network. This year we again focused on the intentionality of our teaching methods and engagements. We met weekly to discuss the outcomes of the learning that was taking place in our learning communities. Our conversations were always focused on student learning and student achievement reflecting on ways to grow each child.

In an inquiry standards-based learning environment, the emphasis is on learning and continual progress. In order for each child to develop a clear sense of what they know and need to know, Carolina School for Inquiry uses standards-based report cards and narrative report cards to inform students and families how the students are doing in specific areas related to social sciences, reading, writing, and math. This method of reporting emphasizes "learning" or earning." A key advantage to our reporting system is to provide specific feedback so that parents can purposefully work with their children at home, and to support the school's effort in enabling the student to reach proficiency or to reinforce the school's effort to move students beyond proficiency to advanced levels of understanding. Students are assessed as individuals, socially and academically. Each child in grades K-5 has shown at least a year's growth in a year's time.

Students were assessed formally three times last year using the Dominie Reading Assessment. This assessment gave teachers a good basis of understanding for what each child was able to do and provided a means for the teachers to intentionally meet student needs in weak areas. We also used Study Island, a formal on-line assessment of mathematics. Both assessments were used to drive instruction and to intentionally meet the needs of individual students. As a reflective group of educators, we understand the importance of PASS. The staff designed a non-threatening, intense 8 week PASS Academy for students in grades 3-5. The goal was to teach testing as a genre and to provide students with the necessary tools to perform successfully on the PASS. The academy did not replace the continual authentic learning that happened throughout the school year.

During the 2008-09 school year we have enhanced our special area classes and the various academies that happen after school, whose design is to immerse our students in various disciplines authentically. We know and understand that all students learn differently. It is our goal and mission to tap into the natural curiosities of each of our students. Another highlight for our school is our school nurse program. Jean Hopkins has brought so much awareness to the staff, students, and family, emphasizing that Healthy Children Learn Better.

Our parent group Friends of CSI (FOCSI) is truly the nucleus of our school. FOCSI has sponsored many field experiences for our students, hosted a Back to School Bash, sponsored summer ice cream and hot dog socials, provided events for the community, and sponsored our yearly community May Fest.

Quanya Johnson , FOCSI President

Victoria Dixon-Mokeba, Lead Teacher

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	4	0	0
Percent satisfied with learning environment	I/S	N/R	N/R
Percent satisfied with social and physical environment	I/S	N/R	N/R
Percent satisfied with school-home relations	I/S	N/R	N/R

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 9 out of 9 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.7%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	13.3%	0.0%	No
Student attendance rate	96.7%	94.0%*	Yes

* Or greater than last year

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	57	100	24.5	35.8	39.6	86.8	78.2	83.5	Yes	Yes
Gender										
Male	29	100	32.1	32.1	35.7	78.6	74.7	80.1	N/A	N/A
Female	28	100	16	40	44	96	81.6	87	N/A	N/A
Racial/Ethnic Group										
White	6	I/S	I/S	I/S	I/S	I/S	93.3	89.6	I/S	I/S
African American	49	100	25.5	40.4	34	87.2	74.2	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	84.2	92.7	I/S	I/S
Hispanic	2	I/S	N/A	N/A	N/A	N/A	80.8	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	7	I/S	I/S	I/S	I/S	I/S	45.3	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	77.9	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	34	100	30	33.3	36.7	80	73.1	76.9	I/S	I/S

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	57	100	34	41.5	24.5	75.5	72	80.4	Yes	Yes
Gender										
Male	29	100	42.9	28.6	28.6	75	70.3	78.4	N/A	N/A
Female	28	100	24	56	20	76	73.8	82.5	N/A	N/A
Racial/Ethnic Group										
White	6	I/S	I/S	I/S	I/S	I/S	90.2	87.8	I/S	I/S
African American	49	100	36.2	46.8	17	74.5	67	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	88.4	93.5	I/S	I/S
Hispanic	2	I/S	N/A	N/A	N/A	N/A	77.8	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	7	I/S	I/S	I/S	I/S	I/S	34.8	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	80	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	34	100	43.3	43.3	13.3	66.7	65.9	72.8	I/S	I/S

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	36	100	30.3	51.5	18.2	69.7	56.5	67.3
Gender								
Male	18	100	29.4	47.1	23.5	70.6	56.1	66.9
Female	18	100	31.3	56.3	12.5	68.8	56.8	67.7
Racial/Ethnic Group								
White	4	I/S	I/S	I/S	I/S	I/S	86.3	79.6
African American	30	100	34.5	55.2	10.3	65.5	48.2	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	76.2	84.4
Hispanic	2	I/S	N/A	N/A	N/A	N/A	64.9	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	3	I/S	I/S	I/S	I/S	I/S	23.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	62.7	58.6
Socio-Economic Status								
Subsidized meals	17	100	42.9	50	7.1	57.1	46.5	55.4

Social Studies								
All Students	36	100	41.2	52.9	5.9	58.8	64	70.9
Gender								
Male	20	100	40	50	10	60	61.9	70.1
Female	16	100	N/A	N/A	N/A	57.1	66.1	71.7
Racial/Ethnic Group								
White	4	I/S	I/S	I/S	I/S	I/S	86.9	79.2
African American	31	100	N/A	N/A	N/A	56.7	57.7	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	82.1	86.8
Hispanic	1	I/S	N/A	N/A	N/A	N/A	67.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	5	I/S	I/S	I/S	I/S	I/S	31.7	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	65.2	68
Socio-Economic Status								
Subsidized meals	23	100	47.6	47.6	4.8	52.4	56.5	60.8

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	57	100	35.8	30.2	34	64.2	63.4	72.1	96.7	95.9
Gender										
Male	29	100	42.9	28.6	28.6	57.1	56.3	65.2	96.7	95.7
Female	28	100	28	32	40	72	70.4	79.2	96.7	96.1
Racial/Ethnic Group										
White	6	I/S	I/S	I/S	I/S	I/S	86.2	80.8	94.3	96
African American	49	100	38.3	31.9	29.8	61.7	57.3	59.7	97.1	95.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	81.1	87	N/A	96.2
Hispanic	2	I/S	N/A	N/A	N/A	N/A	62.9	64.6	94.7	95.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	93.4
Disability Status										
Disabled	7	I/S	I/S	I/S	I/S	I/S	21.1	27.7	95.7	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	60.7	63.7	N/A	96.3
Socio-Economic Status										
Subsidized meals	34	100	46.7	26.7	26.7	53.3	55.2	61.9	96.6	95.7

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	16	100	13.3	26.7	60	86.7
	4	16	100	13.3	60	26.7	86.7
	5	13	100	7.7	38.5	53.8	92.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	14	100	25	16.7	58.3	75
	4	15	100	21.4	50	28.6	78.6
	5	20	100	26.3	36.8	36.8	73.7
	6	8	I/S	I/S	I/S	I/S	I/S
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	16	100	33.3	13.3	53.3	66.7
	4	16	100	33.3	33.3	33.3	66.7
	5	13	100	15.4	53.8	30.8	84.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	14	100	41.7	25	33.3	58.3
	4	15	100	14.3	57.1	28.6	85.7
	5	20	100	52.6	31.6	15.8	47.4
	6	8	I/S	I/S	I/S	I/S	I/S
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	9	I/S	I/S	I/S	I/S	I/S
	4	16	100	33.3	60	6.7	66.7
	5	7	I/S	I/S	I/S	I/S	I/S
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	7	I/S	I/S	I/S	I/S	I/S
	4	15	100	14.3	71.4	14.3	85.7
	5	10	I/S	I/S	I/S	I/S	I/S
	6	4	I/S	I/S	I/S	I/S	I/S
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	7	I/S	I/S	I/S	I/S	I/S
	4	16	100	26.7	46.7	26.7	73.3
	5	6	I/S	I/S	I/S	I/S	I/S
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	7	I/S	I/S	I/S	I/S	I/S
	4	15	100	28.6	64.3	7.1	71.4
	5	10	I/S	I/S	I/S	I/S	I/S
	6	4	I/S	I/S	I/S	I/S	I/S
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	16	100	6.7	33.3	60	93.3
	4	16	100	33.3	40	26.7	66.7
	5	13	100	23.1	38.5	38.5	76.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	14	100	33.3	16.7	50	66.7
	4	15	100	28.6	35.7	35.7	71.4
	5	20	100	47.4	31.6	21.1	52.6
	6	8	I/S	I/S	I/S	I/S	I/S
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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